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| **NBT Task 4a** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | 2**.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  **2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.  **2.NBT.9.** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.) |
| **Materials** | SF, Pencil, Paper, pre-grouped base ten materials |
| **Task** | Provide the materials to the student. Read the problem to the student: *Annie had 360 stickers. She gave some of her stickers to Claire. Now Annie has 220 stickers. How many stickers did Annie give to Claire? Explain your reasoning with drawings, words, and/or numbers.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solve the problem. * Relies on counting as primary strategy for solving problem. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Properties of operations * Adds/subtracts hundreds & hundreds * Adds/subtracts tens & tens * Add/subtracts ones & ones * 10/100 more/less * Other: |
| **Complete Understanding** | * Correctly solves the problem: 140 stickers * Successfully uses strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, and/or mentally adds/subtracts 100. * Explanation is logical, accurate and illustrates strategies used. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| **8. Looks for and expresses regularity in repeated reasoning.** |

**Annie had 360 stickers. She gave some of her stickers to Claire. Now Annie has 220 stickers. How many stickers did Annie give to Claire?**

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| Explain your reasoning with drawings, words, and/or numbers.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stickers |

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| **NBT Task 4b** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  **2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.  **2.NBT.9.** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.) |
| **Materials** | SF, Pencil, Paper, pre-grouped base ten materials |
| **Task** | Provide the materials to the student. Read the problem to the student: *Michael earned $215 during his summer paper route. His older brother earned $335 during his summer yard business. How much did Michael and his brother earn during the summer? Explain your reasoning with drawings, words, and/or numbers.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solve the problem. * Relies on counting as primary strategy for solving problem. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Properties of operations * Adds/subtracts hundreds & hundreds * Adds/subtracts tens & tens * Add/subtracts ones & ones * 10/100 more/less * Other: |
| **Complete Understanding** | * Correctly solves the problem: $550 * Successfully uses strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, and/or mentally adds/subtracts 100. * Explanation is logical, accurate and illustrates strategies used. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| **3. Constructs viable arguments and critiques the reasoning of others.** |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Michael earned $215 during his summer paper route. His older brother earned $335 during his summer yard business. How much did Michael and his brother earn during the summer**

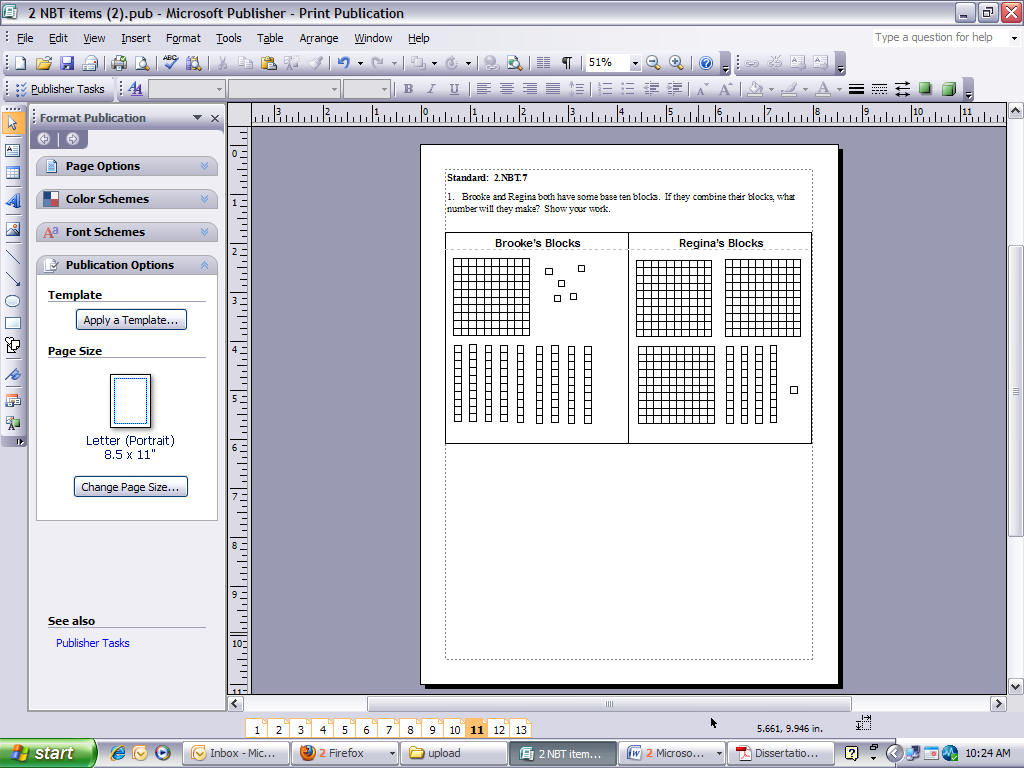
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| Explain your reasoning with drawings, words, and/or numbers.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_money |

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| **NBT Task 4c** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  **2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.  **2.NBT.9**. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.) |
| **Materials** | SF, Pencil, Paper |
| **Task** | Provide the materials to the student. Read the problem to the student: *Brooke and Regina both have some base ten blocks. Brooke has 315 blocks and Regina has 221 blocks If they combine their blocks, how much do they have altogether? Explain your reasoning with drawings, words, and/or numbers.*  *When Mary adds her blocks to Brooke’s and Regina’s blocks they have 700 blocks. How many blocks did Mary have? Explain your reasoning drawings, words, and/or numbers.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves one or both problems. * Relies on counting as primary strategy for solving problem. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Properties of operations * Adds/subtracts hundreds & hundreds * Adds/subtracts tens & tens * Add/subtracts ones & ones * Other: |
| **Complete Understanding** | * Correctly solves both problems: 536; 164. * Rather than counting, successfully uses strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, and/or mentally adds/subtracts 100. * Explanation is logical, accurate and illustrates strategies used. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| **3. Constructs viable arguments and critiques the reasoning of others.** |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Brooke and Regina both have some base ten blocks.**



1. **If they combine their blocks, how much do they have altogether? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Explain your reasoning with drawings, words, and/or numbers.

1. **When Mary adds her blocks to Brooke’s and Regina’s blocks they have 700 blocks.**

**How many blocks did Mary have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Explain your reasoning with drawings, words, and/or numbers.

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| **NBT Task 4d** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  **2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.  **2.NBT.9.** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.) |
| **Materials** | SF, Pencil, Paper, pre-grouped base ten materials |
| **Task** | Provide the materials to the student. Read the problem to the student: *Sunshine Elementary has 216 first graders and 278 second graders. All of the first and second graders are on the playground. How many students are on the playground? Explain your reasoning with drawings, words, and/or numbers.*  *Of all the first and second graders on the playground, one hundred of the students were playing on the blacktop. The rest of the students were playing on the field. How many students were playing in the field? Explain your reasoning drawings, words, and/or number and write an equation to match the situation.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves one or both problems. * Relies on counting as primary strategy for solving problems. * One or both explanations are lacking in detail or non-existent. * Equation is inaccurate. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Properties of operations * Adds/subtracts hundreds & hundreds * Adds/subtracts tens & tens * Add/subtracts ones & ones * Other: |
| **Complete Understanding** | * Correctly solves both problems:   + 494 students on the playground   + 394 students were playing on the field. * Rather than counting, successfully uses strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, and/or mentally adds/subtracts 100. * Explanations are logical, accurate and illustrate strategies used. * Equation is accurate (e.g., 494 – 100 = 394). |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| **3. Constructs viable arguments and critiques the reasoning of others.** |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

Sunshine Elementary has 216 first graders and 278 second graders. All of the first and second graders are on the playground. How many students are on the playground?

Explain your reasoning with drawings, words, and/or numbers.

**\_\_\_\_\_\_\_ students are on the playground.**

Of all the first and second graders on the playground, one hundred of the students were playing on the blacktop. The rest of the students were playing on the field. How many students were playing in the field?

Explain your reasoning with drawings, words, and/or numbers.

**\_\_\_\_\_\_\_\_\_\_ students were not playing on the field.**

Write an equation to match the situation.